

**THE IMPROVING SPEAKING SKILLS THROUGH DIALOG
METHOD IN MA NURULHUDA SUMENEP ACADEMIC YEAR 2019-
2020**

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Abstract:

The research are formulated to find out there is any correlation between students' intrinsic motivation and reading comprehension in seventh grade smp al-maarif panggung. This analysis used two variable. Students' intrinsic motivation as independent variable and reading comprehension as dependent variable. The method used in this research was a correlation method. The population of this research is seventh grade smp al-maarif panggung by systematic sampling techniques, the research takes consist of 23 students. The instrument collecting data are questionnaire and test. The questionnaire was used to get the data of students' intrinsic motivation and test for reading comprehension. To validity test of instruments this research used content validity and to the reliability test of instrument used two method. Alpha cronbach to test the reliability of questionnaire and guttman split-half to test reliabilty of test. In the analyzing the data, the researcher used Pearson Product Moment by SPSS v.26 program. The result of this research showed that there is correlation between students' intrinsic motivation and reading comprehension with the r value is $(0,787) > r_t (0.413)$ it means that the students' intrinsic motivation and reading comprehension coefficient correlation and the category is strong correlation.

Keywords: *speaking using dialog*

Introduction

Language is a very important in daily human life, to make good communication, good communication can be reached if there is feedback or people to understand each other's also language is intimately tied to man's feelings and activity. it's bound up with nationality, religion, and the feeling of self. Because of its pervasiveness, it is the object of study by many braches of learning. English has become an international language, English it has an important role in a globalization era, as stated, almost people learning English because English is involve general, almost in International communication people speaking by English so English is significant to be mastered by everyone. It has been taught in elementary school or may also applying kinder gardens.

To be master in English, students should be able to learn four skills: Speaking, Listening, Reading and Writing. Speaking skill is crucial for one who wants to be master in English language learner if they can speak English well, speaking skills is important and needing in works, English is International Language, by speaking we can explore our Ideas during a presentation or how well you convince people of what are you explain, studying English language is important for student, but the matter is almost of the students bored to learning English. To make interest the student learning speaking the teacher have to contrive good method in order the students interest to study speaking English language.

There are many definition of speaking that the according to experts that researcher precise. Quianthy (1990:7) defines speaking as the process of transmitting ideas and information orally in variety of situation. while Harmer (2007:342) we might make difference between speaking, that is planned (such as lecture or weeding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously. Following the modern era researcher is thinking to be perfect when teacher or

lecture application the dialogmethod in communication or hearing the dialog of native speak, it can Also increase student speaking skills. Speaking is one of four English major skills that a lot of practice. but in reality, most of students are diminish in speaking skill. We can see from student performance in front of the class. They seem like not having self-confidence that is why it is important to know how to improve student's speaking skill by using Dialogmethod.

Larsen-Freeman in Any Yuliana (2013:89) we have to use drills if we want the students to be able to speak English communicatively. Furthermore, they explain that drills, as part of dialogmethod, have been used in teaching speaking. (Stevick, 1967) in Fauziati (2001:126). The most extreme practices of the DialogMethod tend to dichotomize language structure and content. The behaviorist theory of learning on which this method was based on stressed the development of automatic, conditioned responses to teacher-directed cues. Besides that, memorization of short dialogues and oral repetition of controlled structural drills became the activities through which students gained phonological and syntactic habits. Since the primary goal of the dialogmethod is to use the target language communicatively, drills are suitable for teaching speaking. The researcher hopes the teachers can teach the students by using Dialogin teaching method. Teacher motivated the students to be more active in practicing the dialogue especially in speaking skills. The students can practiced and performed the dialogue in daily. From the advantages of using Dialogteaching method in teaching speaking to the second year student of senior high school, Dialogteaching method as an alternative method of the teaching process is a good way to be applied in the second year students of senior high school to improve their ability in speaking because it is interesting and can make student increasing the speaking skills by fast.

DialogMethod was developed in the United State during World War II. At that time, there was a need for people to learn foreign language rapidly for military purposes. The objective of the army programs was for students to attain conversational proficiency in

a variety of foreign languages. Definition of DialogMethod According to Richards and Rodgers, DialogMethod is a method that focus on accuracy through drill and practice in the basic structures and sentences patterns of the target language. dialoghas many advantage that related with speaking and linguistic.

Nurul Huda Islamic boarding school is situated in Pakandangan Barat Bluto Sumenep Madura, this boarding school is alumni Darussalam Gontor Islamic boarding school Indonesia, Darussalam Gontor boarding school is apply all off the students to speak English and Arabic language, the rules of Darussalam Gontor and Nurul Huda Islamic Boarding School is people who speak except English language is call by infraction, the student pressure to speak English and Arabic it's because the rule of this boarding School. English and Arabic language is their daily routine language,becauseNurul Huda boarding school is situated in Madura and this school apply the student too to speak English and Arabic, The researcher extracted to research in this Boarding School.

The problem is some student do not speaking English by using structure and sometimes because the students combine to speak English and Madura language, so that's why the researcher use dialogmethod to improving they skill in speaking English, beside to help student to glad study English, the researcher method is make easy for resolve the problems, make easier appropriate by stipulation in the boarding school. By using pre-observation way, the researcher observes at Nurul Huda Islamic boarding school Pakandangan. Researcher will get data from the teacher at the result of the student in speaking.

The researcher try to solve the problems through "The improving speaking skills through dialogmethod in MANurul Huda Sumenep academic year 2019-2020" the teachers should create an interesting activities in teaching and learning English, one of the way that can using dialogmethod. There are many ways to get source materials not just only by books but also

can by Internet Browsing, it can make a different atmosphere for the students.

Statement of the Problem

Based on the background, the Problem of the research can be formulated as follows:

1. How does the teacher use dialog to improve the student's speaking by DialogMethod?
2. How is the Students achievement in pronouncing English accent using dialog ?

Definition of speaking

English speaking ability is very important for people interaction where people almost speak everywhere and every day through English. In this global era, many people use English as a media of communication and it makes people who come from different counties to be easier in making interaction and communication (Efrizal:2012,127). Speaking as productive skill because it is generate by the learner. From statement above the researcher can conclude that speaking an activity involving two or more people in which the participants are both the listeners and the speakers having to act what they listen and speak.

Speaking is a process of human interacts with other people. Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. According to Richard (2008:21), speaking has three functions. The functions are "talk as interaction", the second "talk as transaction", the third is "talk as performance".

1. Talk as interaction refers to what we normally mean by "conversation" and describe interaction that serves a primarily social function. When people meet, the exchange greetings, engage in small talk, recount text experiences, and so on, because they wish to be friendly and to establish a comfortable zone of interaction with others.
2. Talk as interaction refers to situation where the focus is on what is said or

done. The message and making oneself understood clearly and accurately is the sense of focus, rather than the participants and how they interact socially with each other.

3. Talk as performance refers to public talk, that is, talk that transmits information before an audience, such as classroom presentation, public announcement and speeches.

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meaning in order to transfer or to get knowledge and information from other people in the whole life situation.

2.1.1 Characteristics of spoken language

Speaking skill is seen as somewhat difficult for some language learners. Here, a speaker should at least pronounce the words well, choose the suit dictions, and try to do grammatically correct thought, perhaps in any cases, it is common when a speaker speak without having good attention at accuracy or fluency. Brown (2000:270-271), says that there are eight characteristics of spoken language can make oral performance easy as well as, in some cases, difficult :

- a. Clustering
Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.
- b. Redundancy
The speaker has an opportunity to make meaning clearer through the redundancy of spoken language.
- c. Reduced Forms
Contractions, elisions, reduced vowels, etc, all form special problems in teaching spoken English. Students who do not learn colloquial contractions can

sometimes develop a stilted, book is quality of speaking that in turn stigmatize them.

d. Performance variables

One of the advantages of spoken language is that the process of thinking as you speak, allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our thinking time "is not silent"; we insert certain "fillers" such as *uh, um, well, you, know, I mean, like*, etc one of the most salient differences between native and non-native speakers of a language is in their hesitation phenomena.

e. Colloquial Language

make sure our students are reasonably well acquainted with the words, idiom, and phrases of colloquial language and that they get practice in producing these forms.

f. Rate of Delivery

Another salient characteristic of fluency is rate of delivery, one of our tasks in teaching Spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhythm, and Intonation

This is the most important characteristics of English pronunciation, the stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component : the creativity of conversational negotiation.\

These analysis shows how easily speaking skill can be accommodated spoken language in the classroom, he needs them to take part in a process where not only involves

knowledge of the target language, but also a general knowledge of interaction between the speaker and hearer in order that meanings and negotiate meanings are made clear. For the example, the hearer may respond or give feedback as to whether the hearer has understood or not what speaker has just said.

Types of speaking performances

Brown (2000:271-274) describes six categories of speaking skill area. Those six categories are as follow :

- a. Imitative
This category includes the ability to produce an imitation and focusing on some particular elements of language form, that is just initiating a word, phrase or sentences. The important thing here is focusing on pronunciation.
- b. Intensive
It usually places students doing the task in pairs work activity and goes on step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.
- c. Responsive
Responsive performance includes interaction and test comprehension but at the some what limited level of very short conversation, standard greeting and small talk, simple request and comment.
- d. Transactional
It is out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.
- e. Interpersonal (dialogue)
It is carried out more for the purpose of maintaining social relationship than for transmission of facts and informission of facts and

information or the forms of interpersonal speaking performance are interview, role play, discussion, conversation and games.

- f. Extensive
Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches.

The Roles Of Teacher In Speaking Class

As with any other type of classroom producer, teachers need to play a number of different roles during the speaking activities. Harmer (2001:275-276) there are three particular relevance if teacher are trying to get students to speak fluently :

a. Prompter : Students sometimes get los, can not think of what to say next, or in some other way lose the fluency teacher expect of them, however, teacher may be able to help them and activity to progress by offering discrete suggestions. If this can be done supportively without disrupting the discussion, or forcing students out of role it will stop the sense of frustration that some students feel when they come to a “deed end” of language or ideas.

b. Participant : teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and enthusiasm. At other times, however, teachers may want to participate in discussions or role-plays themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere.

c. Feedback provider : the vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible difference approaches. When students are in the middle of a speaking activity, over-correction may in habit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitations. Everything depends upon our tact and the appropriacy of

the feedback teacher gives in particulars situation.

Teacher plays big roles in teaching learning process. Speaking teacher should play the roles above in order to make the speaking class runs well.

Technique of Audiolingual Method

The typical techniques of dialogmethod are emphasized the memorization, and mimicry. Larsen-freeman (2000, p.47-50) provides expanded descriptions of some common or typical techniques closely associated with the dialogmethod : Dialogs memorization, backward build-up (expansion drill), repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill, question and answer drill, use minimal pairs analysis, complete the dialoged, and grammar games. but all the technique also can apply in Speaking class. The problems are located in the student need, the capacity of students, and the learning style of students. the most teachers is used by dialog memorization, repetition drill and complete the dialog.

Dialog memorization

Dialog is usually used in process of learning speaking, dialog is activity that consist of two people, dialog between two people are often used to begin a new lesson. (Larsen-freeman 2000). Thus, dialog memorization is the activity where the students are memorized the line of the dialog and then they played the role of the characteristic in the dialog, and then practice in the front of class. The teacher could be repeat the dialog, and the student must be pay attention, and memorize the sentence pattern in every line, the step in dialog memorization are listen, repeat orally, listen, repeat, and so on until the

students are master every line of the sentence.

Repetition Drill

The successful of repetition drill can be seen when the students are said quickly when the teacher is asked them to repeat. this is same like dialog memorization, but in repetition drill demanded the students comprehend the teacher's models accurate quickly. In repetition drills the students are asked to repeat the teacher model as accurate as quickly as possible. this drill is often o teach the lines of text (Larsen-freeman, 2000). The attainment of the repetition drill are master every lines of the text and comprehend the content. The repetition drill is demanded the students to mastered every lines and memorize the whole of text. The test can give the student. The teachers model absolutely must be in the context of the daily life, because the repetition drill can be used the teacher to teach descriptive text or the other genre text. The Repetition drill can improve the students vocabulary and also try to make the correlating of their poit hat they are gotten, and the repetition drill to too improved the students speaking ability, in this way the teachers must be carefully to avoid the students from the error because the carefulness students is demanded in this drill.

Complete the dialog

This is the third technique the most common that used by the teacher to teaching speaking, the most case is chosen what the target language that will be taught. Complete the dialog is selected words are crazed from a dialog student have learned. The student filling the dialog by filling the blanks with the missing word (Larsen-freeman, 2000). Thus the teacher should select the target language that will be taught. The teacher is unoccupied the verb in the dialog, that the teachers is ask the students to complete the blank space orally. The effectiveness technique can be seen when the students can be completed the dialog correctly, and before student are concluded the

target language, the teacher given the example, the student understood what they should to do. The uncompleted dialog is given to the students to whipped a stream the responds of the students, whether the target language are attained or not. The successful of this technique can be seen on the prosperity of the students itself when they are responded the uncompleted dialog that is given by teacher orally, the less of wrong answer are good performance index of students, faster the students are responded the uncompleted dialog and the answer are correct, the teacher can make a conclusion or recant a conclusion that the students are understood the target language on the uncompleted dialog that is given to the students.

2.2.4 Application of Dialog Method

Brown (1994:57) in Ninik (2012: 12) argued that dialogmethod there are some key features; new material is presented in dialog form, repetitive drills, memorization of set of phrases, etc. From the dialogmethod theory the researcher that observe the teacher give drilling mode. Usually the teacher applying dialogmethod in the speaking class., die to time the length of paper, there are several limitations: 1.Teaching speaking 2.Dialogmethod 3.The application of dialogmethod in teaching speaking.

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